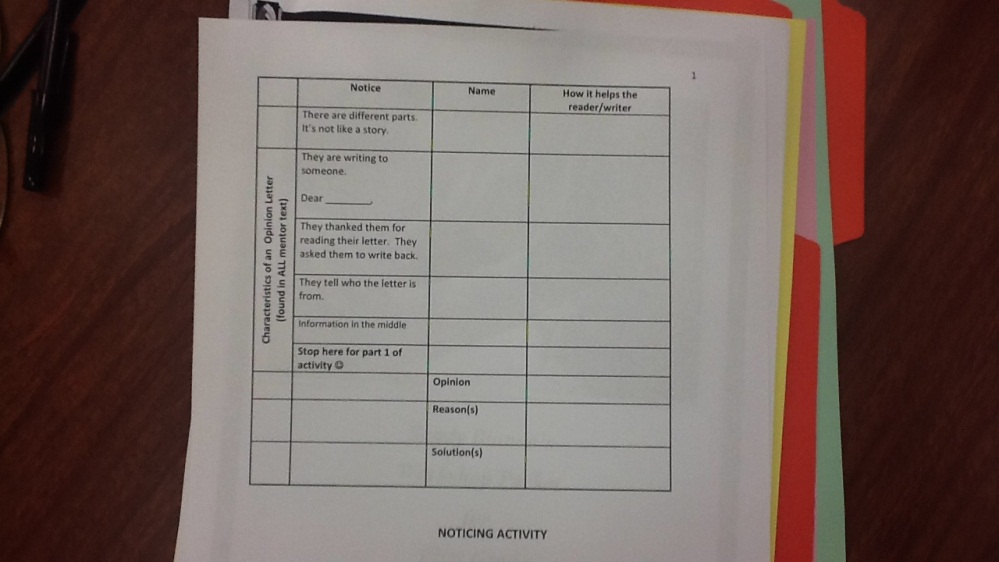
**CCSS 1st Grade Opinion Unit**  
  
 \*   Kdg:  Have to state an opinion and give a reason  
 \*   Atlas Rubicon Tour:  http://o<http://ok/>aklandk12-public.rubiconatlas.org  
 \*   A Closer Look at the K-2 Opinion Writing Standard:  See p. 4 of 'Sandy packet', this shows the bump ups from K-1-2  
 \*   <http://www.oakland.k12.mi.us/LinkClick.aspx?fileticket=m1IiT%2fHN82g%3d&tabid=286>  
 \*   Think about how to write opinion pieces all through the school year, not just in this unit  
 \* Bring it in in SS and Sci-after learning about a subject  
  \*   Start doing it orally first  
  \*   Ask kids "I'd like you to form an opinion, an opinion means a strong feeling…”  
 \*   CCSS Unit Abstracts:  Turn the Graphic Organizer into "I Can" statements for students  
 \*   No RUBRICS for K-2 opinion writing units  
 \*   Use proficiency checklists and Calkins Continuums (similar to DRA2) These are found in Unit 1 Launching with Small Moments in the Assessment Section:  
 Feedback is encouraged. Please contact Melissa Wing at mwing@geneseeisd.org  
[[http://oaklandk12-public.rubiconatlas.org/common_images/attach.png?v=Atlas7.2.6.337](http://oaklandk12-public.rubiconatlas.org/c/etc/getFile.php?originalFile=Formative+Assessment+Overview+Package+for+MAISA+Units++January+2013.pdf&FileID=2593D206-D564-4407-A88A-7825265B71AE&download=Formative+Assessment+Overview+Package+for+MAISA+Units++January+2013.pdf&CurriculumLinkID=16754&YearID=2013&)Formative Assessment Overview Package for MAISA Units January 2013](http://oaklandk12-public.rubiconatlas.org/c/etc/getFile.php?originalFile=Formative%2BAssessment%2BOverview%2BPackage%2Bfor%2BMAISA%2BUnits%2B%2BJanuary%2B2013.pdf&FileID=2593D206-D564-4407-A88A-7825265B71AE&download=Formative+Assessment+Overview+Package+for+MAISA+Units++January+2013.pdf&CurriculumLinkID=16754&YearID=2013&)  
[[http://oaklandk12-public.rubiconatlas.org/common_images/attach.png?v=Atlas7.2.6.337](http://oaklandk12-public.rubiconatlas.org/c/etc/getFile.php?originalFile=K-2+Formative-Assessment+Package+for+MAISA+Units+January++2013.pdf&FileID=5DF09D41-79D4-4844-84B5-A16CB2D259B2&download=K-2+Formative-Assessment+Package+for+MAISA+Units+January++2013.pdf&CurriculumLinkID=16755&YearID=2013&)K-2 Formative-Assessment Package for MAISA Units January 2013](http://oaklandk12-public.rubiconatlas.org/c/etc/getFile.php?originalFile=K-2%2BFormative-Assessment%2BPackage%2Bfor%2BMAISA%2BUnits%2BJanuary%2B%2B2013.pdf&FileID=5DF09D41-79D4-4844-84B5-A16CB2D259B2&download=K-2+Formative-Assessment+Package+for+MAISA+Units+January++2013.pdf&CurriculumLinkID=16755&YearID=2013&)  
 \*   There ARE pre and post assessments for this unit.  These are NOT scored with rubrics.  They are scored using the proficiency checklists.  
  
**IMMERSION and MENTOR TEXT**  
 \*   Immersion is done during Reading workshop OR add 5 days to writing workshop unit  
 \*   Immersion 3 targets  
 \*   Build background knowledge  
 \*   Gather writing ideas (writer's notebook or list)  
 \*   Try it-whole class experience  
 \*   Through studying mentor text students develop a greater understanding of text type  
 \*   Define text type (what is it?) Opinion Letter is a writing a STRONG feeling someone has about something  
  \* Purpose (why do people write/read?)  
   \*   What makes a good \_\_\_\_\_\_\_\_\_\_?  
   \*   Steps to writing a \_\_\_\_\_\_\_\_?  
  \*   Create anchor charts using the answers to the questions above  
 \*   Why a letter format  
     \*   Built in audience  
     \*   one vehicle for stating an opinion about a book  
      \*   building independence across content areas  
     \*   familiar format for most students  
 \*   Make noticing charts (ask students:  How does this kind of writing tend to go?  How does the beginning tend to go?)  
    \*   letter writing in general  
 \*   opinion writing of letters  
 \*   Name/notice/why (do this orally while studying mentor text and document it on a chart like the one in the picture below)  
 \*   Read lots of texts to students (books AND student text)  
 \*   To show students the power of pursuing a social issue (this little boy started a non-profit foundation to help homeless):  <http://www.littleredwagonfoundation.com/home.html>  
  
**TIPS for this unit**Sandy Biondo recommendation: only skip a lesson if 60% of your students can do it independently.   
Do not skip because its deemed "too hard"  
 \*   Use a shared experience to write a class letter  
 \*   Prepare 2 teacher letters to share for this unit (one letter with opinion, reason, solution, closing and another letter with opinion, 2 reasons, solution and closing)  
 \*   Model, model, model how to revise-continuously go back to shared writing pieces, interactive writing pieces and teacher pieces and revise them in front of students (there is a direct correlation to how much students revise by how much they see their teacher revise)  
 \*   Session 1:  make your own tiny topic notebooks (not big enough to do entire writing), do class walk during transitions  
 \*   Sessions 2 & 3:  Students add I think/I feel and audience to tiny notebooks  
 \*   Session 5:  Go back to mentor text and remind students of solutions  
 \*   Session 7:  Touch organizer (started in kdg: think, picture, say it to self-then partner, touch pages, use story hand)  Bump up from this is to touch the story organizer  
    \*   You will want to preteach this by using it in immersion phase (use the touch organizer, pictured below)  
    \*   Recognition precedes production (students can't produce what they don't recognize)  
**NAME/NOTICE/WHY Chart**  


**TOUCH ORGANIZER**

